

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIV.

For the Week Ending March 19.

No. 12

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HE question is, "How to create in each state a large number of professional teachers." Or, how plan the educational system of a state so that in the course of ten years, say, all the teachers will hold life diplomas?

If we go back fifty years in the state of New York, to a time when the public school was recognized as a powerful agency for the welfare of the commonwealth, if we ask what were the conclusions of the great men of those days, who considered the subject (who considered they were neither Democrats nor Whigs and who never asked in selecting a man for educational positions what his politics were), we shall find that they came to the conclusion that steps must be taken to give special preparation to teachers not only, but to put them on a professional preparation. They did not propose simply to give them fitness to teach, but to give them also honorable standing before the community. Each graduate of the new normal school then created could teach with no further examination in any of the public schools of the state.

This advance movement then taken, this attacking column sent into the enemy's camp, should have been followed up by others; the teachers should have hailed the movement; they should, at institutes, at county associations, and at state conventions, have made this the leading question. It is now as important as it was then; it is the key to the situation.

Let the teachers begin to-day and decide upon the means of progress. They must ask the department of public instruction to plan with them; to arrange so that third grade teachers shall advance to the second, to the first, to the diploma grade; the whole column must be got in motion. This then the teachers' association of 1891, should have made their leading question; will they make it first in 1892?

England is in the perplexity we were in forty years ago, only more. The government is aiming at free public education. The church does not want to lose control of the schools it has kept going on fees paid by pupils; it gets help from the government and charges fees too. The struggle will go on for a few years, but the public will win in the end. They find there that the people must be put in control of the schools because the money is taken from the people.

The tendency of teachers in good situations to spend money to improve themselves has called out comment a good many times; it is the well-paid who spend money. The reason is not, however, that they have the money, but because they see that the possession of good qualifications

is what gives them money. Supt. W. A. Mowry noted that the average salary paid the lady teachers at the Martha's Vineyard summer school was \$714: the average at the Glens Falls summer school was fully as high. The inference is that those who have low salaries must spend some of the money on themselves. The age demands excellence.

A very well written pamphlet has been published by the Rev. Thomas Bouquillon, D. D., professor of moral theology in the Catholic university, Washington, D. C., entitled, "Education: to whom does it belong?" The author says, the family, the state, and the church have the right to educate. Facts and documents exist to show that all Christian nations have held the opinion that it is the right of the state to educate. He further says that this does not take away from the parent and the church the right that belongs to them,—the individual, family, church, and state must all work together. It is written in a spirit of fairness that is worthy of commendation.

In the cities every vacant board that faces the street is covered with a picture whose object is to awaken an interest in the theater. No discussion is proposed here concerning the morality or immorality of the theater. That it does vast injury is easily proved; the immense sums that it sweeps into its coffers is but one of the effects left upon society. The delusion that it casts about the young is a far greater evil. The portraits of actors displayed cause young men to feel that these have arrived at the top of fame's ladder; they think such are truly great. Especially is this the case where boys have the narrow horizon that is so common here—the father and mother uneducated; the daily newspaper the only reading; the main conversation a rehash of that heard in the street or in the beer-shop.

The teacher will have a task to lift these children out of their surroundings—but it is a glorious one; it ought to be done. They must know that the attempt to capture their senses by all of this array of pictures is a part of a scheme to draw the money from their pockets; they must be told that these men who play their parts, do it as a business night after night and would be glad to find another kind of work. And the man whose life is wholly immoral is very likely set to play the part where purity of thought and life is to be portrayed. These phases of theater life should be made known to the boys whose eyes are confronted with theater pictures on their way home from school.

We call the attention of THE JOURNAL readers to the Arbor Day Exercise in this week's issue. THROUGH THE YEAR WITH THE TREES is designed for the use of schools, in the coming season, as each state shall receive its Arbor Day appointment. The exercise is unique in design and can be adapted either to an open air or indoor exercise.

The Cook Co. Normal School.

ANOTHER EXAMINATION.

A Chicago daily paper of March 2 contains the report of Dr. Walden, president of the Cook Co. board of education, who took it in his head to inspect the practice grades of the normal school. He gives the questions he proposed to the fourth, fifth, sixth, seventh, and eighth grades with his opinions as to the results. He concludes that "The pupils lack proper mental drill," that "there is too much play and not enough downright, earnest work;" believes "the general abandonment of text-books a serious drawback," and recommends "the forming of a complete course of study." The publication of the questions he propounded enables one to understand why the results obtained were not equal to his expectations.

In the same paper containing the questions referred to, is a communication to the same board by Cook County Supt. Bright. He gave the eighth grade arithmetic questions to fourteen different classes in other schools; the average per cent. obtained was 13. Mr. Bright is a man brought up in the Chicago schools, and knows what subjects of thought the children of the various grades may rightly be asked to consider. His examination of the practice classes of the normal school (made at the request of the county board of education) we have published; it showed the grades which Dr. Walden declares faulty in a very favorable light indeed. It would be easy for a very ordinary man to frame a series of questions that would show any school in a poor light. It is not easy for a man lacking a knowledge of the daily work of school children to mark out the questions they ought to be able to reply to. What one man thinks children of a certain age should know is one thing; what they can reply to, considering their development and opportunities, is quite another. A just teacher never proposes to prepare his school to answer all the questions that an intelligent man might think they could answer as well as not.

Quite a number of years ago a board of trustees visited a "crack school;" the pupils were examined by the teachers on subjects they knew the pupils knew, and everything went off well, and the board were gratified—all except one. This man wanted to ask a question: "What is Mason and Dixon's Line?" There was a pause; at last one heroic lad replied, "A line of expresses running somewhere." This answer was published in the papers as a good thing and so it was, but it brought the school and teachers into disrepute. The trustees felt that the school had been scandalized by the answer, and admonished the principal to see that the boys were kept more strictly at their books.

Let the president of the board of education of this city and some hard-headed man of business on the same board determine they will examine the children of a certain school, setting up their own standard as to what each class should know, and what will be the result? There is no teacher of much experience but has seen a class staggered by questions propounded by some well-meaning member of a board of education. Members of a board of education have their uses, but the technical examination of schools is not one of these, and they generally know it.

It certainly seems remarkable that the hold on the human mind which examinations of school children have had should be so tenacious in Chicago, while it is relax-

ing everywhere else! Schools are not to create Admirable Crichtons. The superintendents of schools are not for the purpose of finding out how much children know; they are to witness the mode of teaching, advise if necessary as to better methods—that is, when doing the best kind of superintending work; and, as we understand it, this is, in the main, the method pursued in Chicago.

Dr. Walden and Mr. Thornton are undoubtedly very worthy men who wish well to the Cook County normal school. They represent a class, however, that in a few years will be out of date; a class that twenty-five years ago ruled our educational interests and were extremely popular. Question-asking has its good and bad uses. Supposing these gentlemen feel anxious as to the condition of the practice grades in the normal school under their care, they should have taken Supt. Bright and have devoted themselves to witnessing his examination of them. Supt. Bright, as teacher and afterward as principal for many years in one of the high schools in Englewood, now Chicago, that attained under his management no small celebrity, and later still as superintendent of the entire school system in that large suburb, would have been able to have opened up to them the real condition of things in these grades. It is apparent that both these gentlemen, although able in their respective spheres of life, proposed tests not warranted by the opportunities of the pupils; and also that they recognized none of the large scope of work done by the pupils beyond the ordinary school work.

The Cook County normal school has been sought by teachers from distant states because a different stamp of instruction has been suggested for the school-room than that which has held possession from time immemorial. These teachers with some insight of the science of education, have gone into the practice grades and have attempted to develop the minds of the children in a natural, yet scientific manner; now these two gentlemen come along and say to the children, "You behave well, you seem bright, but you cannot answer our questions."

Less than a year ago the writer was able to spend some days in these same practice classes; he listened to the work in numbers, geography, history, language, botany, etc., now a half hour in one room, now in another, piloting himself about, and came to the conclusion that the teachers were remarkably skilful. Given a skilful teacher and the results must be a right mental development and an acquisition of appropriate knowledge. What these children knew, was not the subject of his investigation; the way they used their knowledge, their general comprehension of themselves and their surroundings, were what he especially observed, but these large features the president of the board of trustees passed by and gave his mind to the lesser question, "What do you know?"

That the answering of propounded questions may disclose the ability possessed, it is needful that the questioner should be acquainted with the line of thought and work pursued by the questioned. Dr. Walden would doubtless pass a first-class examination before a learned physician, but he would get a low per cent. from a smart business man on ten questions he might ask him concerning la grippe, malaria, catarrh, etc. How many such he has answered by a wise smile and shake of the head, who is there that knows?

In respect to the examination referred to, Supt. Bright writes to the county board as follows (in part):

To the Cook County Board of Education: I wish to call your attention to certain sets of questions used by Mr. Chas. S. Thornton and Dr. Walden in examining the Cook County normal school. I have chosen the arithmetic questions given to the seventh and eighth grade classes because the written answers to these questions are easy to mark and because these are fairly representative of the entire examination given the seventh and eighth grades by these gentlemen.

Mr. Thornton's Questions:

I did not carefully examine Mr. Thornton's questions until the first of January while on my way to the Springfield meeting. I at once saw that the questions were beyond the ability of the grades for which they were prepared. I submitted the eighth grade questions in arithmetic to several county superintendents, asking at the time whether they would dare to use them in teachers' examinations. Invariably they said they would not dare to give either the seventh or eighth grade questions.

I then concluded to test the questions in a sufficient number of classes to determine their fairness or unfairness beyond a doubt.

It must be remembered that Mr. Thornton gave these questions to children who had been only six weeks in their respective grades. I gave them to those who had been sixteen weeks in grade. All told, the questions were given to twenty-four different classes in eighth grade, including one class of high school seniors, and the seven were given to twenty-three classes. Of the twenty-three grammar schools examined, eight are in the old city of Chicago, four in the annexed territory, two in Cook county outside of Chicago, two normal schools of fine reputations in two different states, five in large cities of Illinois outside of Cook county, and two Boston grammar schools. The questions were presented by the principals of the schools or the class teachers, and hence the children were under the most favorable circumstances. The whole number of pupils examined on Mr. Thornton's 8th grade arithmetic was 785, or an average of nearly 33 per class. This number insures representative schools. The results were as follows:

Five pupils out of 785 reached 80 per cent.; 8 stood 70 per cent.; 18 had 60 per cent.; 25 had 50 per cent.; 53 had 40 per cent.; 98 had 30 per cent.; 157 had 20 per cent.; 181 had 10 per cent.; and 240 or 30½ per cent. of the whole number had 0.

It will be seen that of 785 eighth grade pupils in 24 different and representative schools, 575 stood 20 or less on Mr. Thornton's questions.

The average of the 785 was 17 per cent.

His 7th grade questions were given to 940 pupils in 23 classes averaging more than 40 pupils per class. The average was 21½ per cent. Of this average 0½ per cent was obtained on the first question, which was to write three easy decimals. On the other nine questions the children got a beggarly 12 per cent; 500 out of 940 had 20 per cent. or less. Only three could reach 80 per cent out of nearly 1,000 seventh graders.

Dr. Walden's Questions:

When Dr. Walden's eighth grade questions were shown to me I pronounced them even harder than Mr. Thornton's. A test proved the judgment correct.

I had the arithmetic questions submitted to fourteen classes of Eighth grade, averaging thirty-five in a class—in all to 495 pupils. The average of the entire number was 13 per cent. Of the 495 eighth graders fourteen managed to secure 50 per cent—only fourteen—while 127 got 0 and 347 got 20 per cent. or less. Of the classes examined ten were in the old city of Chicago and four in Cook county outside of Chicago. If Chicago has any excellent schools, the most excellent are among those to which these questions were given. I believe the Chicago schools are among the best in this country. All go down alike under such ill-considered examinations. As I said before, the questions used are a fair sample of the entire sets.

I gave Dr. Walden's 7th grade arithmetic to ten different classes, every one of which failed utterly on them. As an experiment, I asked a city grammar principal of twenty years' standing, a high school principal, and an assistant superintendent to find the answers to Dr. Walden's 8th grade arithmetic, working steadily at them as children would do in examination. They did so and agreed on five answers. Of course they got them right the "next time round," but the children have no "next time."

This is certain, if Mr. Thornton and Doctor Walden are right all of the school teachers in this country are wrong. There is not a class in the United States that can answer their questions, and they have the whole country to reform.

Aims and Results of Arbor Day.

At a late meeting of the Massachusetts Horticultural Society in Boston, Hon. B. G. Northrop, of Clinton, Conn., delivered an address. Mr. Northrop after 26 years of supervisory service in the state boards of education of Massachusetts and Connecticut, and eight years spent in the organization of "Village Improvement Societies," knows whereof he speaks. The following are some of the facts and opinions given by Mr. Northrop with regard to the general and individual effect of the observance of Arbor Day on the children of the schools:

Origin of Arbor Day.—Arbor Day, for economic tree-planting, and Arbor Day in schools, differ in origin and scope. The former was originated by ex-Governor J. Sterling Morton in Nebraska in 1872. In January of that year the State Board of Agriculture heartily endorsed his plan, and offered liberal prizes for its encouragement. The newspapers of the state strongly commended the scheme, and the founder eloquently advocated it by pen and tongue. The result was a marvelous success the first year, and still greater success the second and each subsequent year. In 1874, Robert W. Furnas, then governor, issued the first Arbor Day proclamation ever made. In 1885 Arbor Day was made a legal holiday by the legislature and its observance has been growing in interest and usefulness from that day to this. So broad and beneficent have been the results of the Arbor Day movement in Nebraska, that its originator is there gratefully recognized as a great benefactor of the state—now the leading state in America for tree-planting. In this grand work, initiated by Governor Morton, its application to schools was not named.

The great problem then was to meet the urgent needs of vast, treeless prairies. At the American Forestry Association, held at St. Paul, Minn., in August, 1883, a resolution was adopted in favor of observing Arbor Day in schools in all our states and in the provinces of the Dominion of Canada (the association being international), and a committee to push that work was appointed.

General Observance of Arbor Day.—Now such a day is observed in thirty-nine states and territories in accordance with legislative act, or by special recommendation of the governor or state school superintendent, or the state grange, and the state horticultural and agricultural societies, and in some states, as in Connecticut, by all these combined. It has already become the most interesting, widely observed and useful of school holidays. It should not be a legal holiday.

Efforts made at Quebec.—The excellent proclamation of the lieutenant governor of the Province of Quebec nine years ago (one of the first of the kind issued on this continent) predicted that Arbor Day "would become one of the institutions of the country, in which our boys and girls will take an eager share and genuine pleasure, and thus gain a liking for trees that will never be effaced"—a prediction happily verified in that province, largely through the efforts of Hon. H. G. Joly, of Quebec.

Observance at De Funiak Springs, Fla.—It was to me a scene of thrilling interest at De Funiak Springs, Fla., when an enthusiastic crowd, young and old, gathered to plant a state tree for every state in the Union around their beautiful lake, besides memorial trees to Washington and other patriots and philanthropists. A brief state panegyric was made at the dedication of each tree.

Trees fit Subjects for Oral Lessons.—To the teaching of forestry in schools, it is objected that the course of study is already overcrowded—and this is true. But I have long urged that trees, tree life and culture form a fit subject for the oral lessons now common in all our best schools. When agent of the board of education of Massachusetts, I sometimes took to the schools and institutes a collection of our common woods, as an object lesson, one of many aids in observation, discriminating wood by the grain. The same plan was occasionally tried in Connecticut, and with good results. To give one of many illustrations: A citizen of Norfolk, Connecticut, offered eighteen volumes of Appleton's Science Primers to any pupil who should gather and arrange the largest and best collection of the different kinds of wood, shrub, or vine growing in that town. Great interest was awakened and 135 varieties were gathered by all the competitors, of which the collection of Washington Beach (who won the prize) numbered 125. What a discipline in quickness and accuracy of perception those school boys gained while exploring the fields, hills, and mountains of this large town, and discriminating all these varieties by the grain or bark! With no interruption of studies, there was a quickened zest and vigor for school work, and best of all—that rare and priceless attainment, a trained eye. John M. Woods, of Somerville, has given a similar object lesson by placing this grand collection of 100 samples in the high school in an elegant case, and a smaller collection of twenty-five specimens in each grammar school. A child thus trained to discriminate such simple objects gains a power which has endless application.

Arbor Day Exercises in New York.—During the last Arbor Day exercises in New York, the teachers of the state were requested to express their choice by vote for the best American poem on trees. More than half of the total number of ballots cast was in favor of Bryant's Forest Hymn. Will not these voters be likely to justify that choice by illustrating and enforcing in their schools the noble sentiments of that hymn? The state educational report of New York, every year since its adoption of Arbor Day, has devoted over twenty pages, to information and suggestions for its appropriate observance. In 1889, all schools were invited to vote for a state tree. The maple was then chosen as the New York tree. In 1890 those who participated in the Arbor

Day exercises voted for a state flower of the total votes cast no one had a majority though the rose and golden-rod were the favorites. In 1891, a second vote for state flower was taken, the choice being confined to the rose and golden-rod when a somewhat exciting contest occurred. One hundred and thirteen school commissioners' districts (all but one) and thirty-two cities (all but Troy) participated, and 501,218 votes were cast. The majority of the rose over the golden-rod was 88,414. It is easy to satirize these votes of school children, but no such ridicule comes from thoughtful minds in sympathy with childhood. . . . In his annual report the state superintendent, Judge Draper, says: "It is gratifying to note the increasing enthusiasm and interest manifested in the celebration of Arbor Day. In 1889, 5861 school districts observed the day. In 1890, 8106 districts participated, and in 1891, 8955 districts observed the day—that is, an increase in the last observance over the first of 3,094 districts, and in these three years 77,082 trees were planted." Mr. Draper is now recognized as the most efficient state superintendent of schools New York has ever had. . . . Interest in Arbor Day has been greatly stimulated in New York during the last two years by the prizes offered by William A. Wadsworth, of Geneseo, for the best-kept district school-grounds. So happy has been the influence of these prizes that Mr. Wadsworth is likely to continue this offer (\$150 a year) indefinitely.

The Work of Other States.—Indiana and Pennsylvania have kept Arbor Day both in spring and autumn. Pennsylvania is still the banner state in this work, by reason of the enthusiastic efforts of the late Dr. Higbee, who wrote more and spoke more in behalf of this observance than any other state school superintendent. He made earnest appeals to all teachers, school officers, and friends of education, "to give this good work all possible encouragement, putting the thought and work of tree planting into the schools. The boys and girls should be encouraged to collect and plant seeds and nuts of various kinds and watch their growth and care for them. This being done, they will soon be enabled to plant, and also to give or sell to others, from their own modest nursery stock. This is a work, not for a day or a year, but for the profit of the next and succeeding generations. Every teachers' institute should discuss this subject and every normal school should give it earnest attention." Since such stirring messages were sent to every teacher and school of Pennsylvania, one is not surprised to hear that over three hundred thousand trees have been planted on the successive Arbor Days in that state. Who can estimate the influences thus exerted on minds as well as on grounds—influences that will go on broadening through all time. In Illinois, Hon. Richard Edwards, the state superintendent, who planted a hard maple after Governor Oglesby had put in his elm, worked zealously for the universal observance of Arbor Day, and as a result, ten thousand districts were reported as keeping the day; so, everywhere the success of this observance answers to the interest or indifference of the state school superintendent.

What School Officials Say.—If space permitted, quotations might be cited from many school officials showing increasing interest in this anniversary. Maine reports, "After six years' observance, Arbor Day is growing more in popular favor, through the efforts of the press, the granges, and the schools." Iowa has observed this day with peculiar interest. An elaborate circular has been annually sent to each school. The special effort last April was to develop local patriotism—state, county, and town pride. In the circular for 1891, Iowa writers paid tribute to Iowa trees, Iowa flowers, Iowa birds, and Iowa history. Whatever binds one to his home and town, strengthens his love of country and nurtures all the better elements of his nature. (With the same desire to awaken civic pride and local interest the Arbor Day circular by Jno. Terhune, superintendent of Bergen county, N. J., is filled with choice gems—all with two exceptions prepared for this occasion by writers from the different towns of that county.

Ornamentation of School Grounds.—Many school-grounds

are too small to admit of ornamentation; sometimes smallest where land is cheapest, and totally inadequate to the necessities of the schools. Arbor Day has started efforts for their enlargement. State school reports now widely call attention to this defect and urge that every school contain at least half an acre of land, and much more if possible. As so many school yards are now amply supplied with trees or shrubs, I have urged the planting of vines, especially the beautiful Japanese ivy, where the buildings are of brick or stone. Of course it should not cover any portion of the windows. We are beginning to learn the sanitary value of sunlight. It is a mistake to plant big trees, or trees of large capacity in little yards, or close to homes or schools. "Where the sunlight cannot come the doctor must." In large cities there may seem to be little room for further improvement, and no call for even a half holiday for this work, but even there appropriate literary exercises would be useful, and there are few homes where children cannot find some place for shrubs, vines or flowers if not for trees. George William Curtis says: "Arbor Day will make the country visibly more beautiful year by year. Every school district will contribute to the good work. The school house will gradually become an ornament of the village, and the children will be put in the way of living upon more friendly and intelligent terms with the bountiful nature which is so friendly to us."



The School Room.

MARCH 19.—EARTH AND SELF.
MARCH 26.—NUMBER AND PEOPLE.
APRIL 2.—PRIMARY.
APRIL 9.—LANGUAGE AND THINGS.

Maps in Paper Pulp.

By DR. A. E. MALTBY, Slippery Rock, Pa.

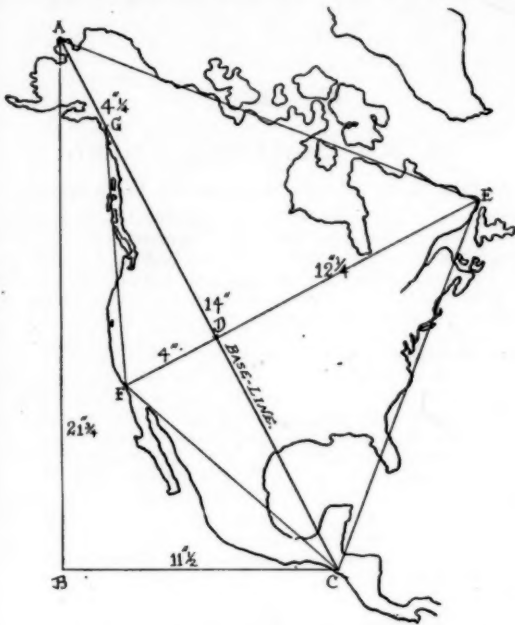
Few teachers of geography will dispute the value of relief maps as aids in school work but many are not acquainted with the proper use and preparation of the most serviceable materials for the construction of such maps. Many substances have been used in the class-room by the writer, but none have given greater satisfaction than *paper pulp*. This material is so clean, so pliable, and so easily manipulated that pupils and teachers having little knowledge of the art of modeling can make very good relief maps, while the skilful in hand and artistic in soul can show results which will surprise all who are unacquainted with the many uses of the material known as *papier-mâché*.

That the schoolboy of the past was an adept in the crude manufacture of *papier-mâché* we must candidly admit, and we are free to say, from our own experience, that some of the present urchins are not far behind in the matter. The skilful caster of the paper "wad" relied upon its well-known plasticity and adhesiveness when he strove to decorate the ceiling with these marks of his lack of interest in his geography lesson. We have long since come to sympathize with him in the matter of disgust with that species of teaching in which the searching out of long lists of names of unimportant places formed so large a part, but it is only in recent years that we have learned to utilize the natural creative longing of the child and turn this "wad-making" to account!

Set the boys in the class at the work in the right way and they will soon learn to prepare a fine grade of *papier-mâché* for class use. The paper used may be the waste sheets from the pencil tablets, or common newspapers may be made into a fine, serviceable pulp scarcely tinged with gray. Tear the paper into small pieces not more than an inch square, and fill a common water-pail or jar with the bits of paper. Pour over this a gallon of boiling water, and let the paper soak four or five hours. Then *drain off the excess of water*, and macerate the mass by thrusting a rough stick down into it again and again, "jobbing" it until the whole is reduced to a pasty mass. After about fifteen minutes of energetic work the "ne'er do well" of your class will present to you the finest of paper pulp, very smooth and fine, taking impressions from the very lines of the hand. More than this, the boy will have learned that he can do some things well, and will be the most eager to apply the material to its intended use.

Relief maps should be molded upon boards about 18 by 24 inches in size. Thin boards may be fastened together by nailing cleats at the back. Upon such a molding board the outline of the continent should be drawn to a convenient scale, say 200 miles to the inch. The accompanying diagram may be used for the pur-

pose. In making a set of such maps it is well to adopt some uniform scale since better ideas of relative sizes may thus be given.



Measure the vertical $AB=21\frac{1}{2}$ inches; the horizontal $BC=11\frac{1}{2}$ inches. Draw AC . Lay off $AD=14$ inches, and $AG=4\frac{1}{2}$; also $DE=12\frac{1}{2}$ and $DF=4$. Draw AE , EC , FC , and GF .

The pulp prepared and the outline drawn or traced, the pupils are ready to mold the map. Three or more pupils can work at a map at one time, and the teacher should allow each member of a class to do some of the work, especially if one large map of double the dimensions here given is made by the entire class. The pulp should be spread out in a uniform flat layer, carefully molded up to the shore lines of the continent. This may be done by using a pointed stick to cut and push back the pulp at the proper points. Thus the indented eastern coast, and even the labyrinth of islands of the northern coast may be modeled. *Do not slight the northern coast.* The islands, to be sure, may not be of so great importance as those farther south, but *habits* of slighting the work should not here be formed. The production of the map of the continent outlined in the flat will be sufficient for at least one lesson period. The children should be questioned in regard to the form of the continent, its indented coasts, and the general relation to other land bodies. The regular matter of the general lesson upon the continent should be given by some pupils while the others are modeling the map.

Next day the pupils can locate the parts of the continent where the plateau sections are to be represented by somewhat increased thickness of pulp.



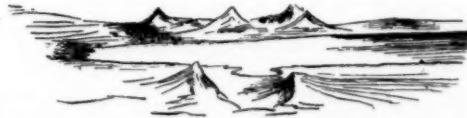
Get a physical or relief map and study the plateaus and mountains of North America. Let the pupils dampen the parts where the plateaus are to be placed, and spread the fresh pulp out in a thin layer. The mountain ranges will rise above these sections, but do not attempt to represent the mountains at this stage of the work. Put on the pulp in small quantities, and let the pupils be careful to make the work delicate. The plateau section which forms the basis of the Rocky mountain system extends from the Arctic ocean to the Isthmus of Panama. The broadest part lies within the United States, and is about 1000 miles in width, and is the broadest mountain-system of the globe. In the molding, this plateau will be represented by a band of pulp about 5 inches wide (scale 200) at its broadest part, and covering the whole of Alaska, British Columbia, and Mexico, except the low section along the sea-coast. In like manner the long and mountainous isthmus of Central America may be represented. On the eastern side of the continent may be molded the narrow base of the Appalachian Highlands; also the plateau of Labrador with the height of land extending completely across the Great Central Plain, and dividing it into northern and southern slopes nearly equal in extent. This should blend neatly into the flat portions first laid on.

Having finished the basal plateaus the primary and secondary mountain systems may be molded. Place quantities of pulp in masses along the western coast upon the main plateau. Two lofty ranges cross the western plateau, the Rocky mountains and the system of the Sierra Nevada. Numerous short ranges lie be-

tween. These mountains may be represented by making little elevations and modeling the peaks and ridges by means of a button-hook or smooth piece of wood. The highest peaks should be carefully located, and the lines of volcanoes represented. Thus we should locate the Central American group, the wonderful Mexican group with Orizaba and Popocatepetl, the California and Oregon groups, and the long line of the peninsula of Alaska. The secondary systems of the eastern part should be molded in much the same manner as the primary system, but of course should be made much lower in elevation.

Let the modeled map now be set aside to dry. In two or three days there will be found upon the board a map reduced in thickness and yet keeping all the detail of the children's work,—a pure white map upon which fairy fingers would seem to have been working to reduce and render beautiful the whole. The map thus made will take water-color as perfectly as the best Whatman paper, and great beauty of finish may be given to the work. The entire shore-line should be lightly tinted in blue by means of a brush dipped in a solution of indigo or Prussian blue. The rivers should be carefully traced in pencil from source to mouth. Thus any mistakes can be corrected, and then the whole rivers-system finished in ink. It will be well to make a careful lesson of these systems, since the subject may be presumed to be more useful to our pupils than the study of systems more remote. No pupil who has traced these various river-systems of North America, carefully following each river and tributary from source to mouth, can fail to have the general facts firmly impressed upon his memory. He will thus remember that the Mississippi, with its branches, affords a greater amount of inland navigation than all the streams, great and small, which drain Europe.

North America is noted for its great lakes. Along the line of contact of the oldest geological formations of the continent they stretch out in a series including the five great lakes of the St. Lawrence; Winnipeg of the Saskatchewan; and Athabasca, Great Slave, and Great Bear of the Mackenzie-system. These should be represented on the map by depressions touched with blue water-color.



In advanced classes the work upon the water-centers of the continent may be easily shown by marks placed in the proper places. The volcanic peaks may be distinguished by gluing gold-foil upon the peaks molded to represent them. The volcanoes of Mexico and of Alaska should be marked in this way. After the map is completed it may be removed from the board, and then glued to a sheet of pasteboard or to a piece of muslin. Strips of wood nailed at the ends give finish to the map. In removing the pulp map from the board a case-knife may be used. The children will learn to make the maps very easily, and the teacher will be surprised at the results which may be obtained. The whole operation of modeling should be used as a means and not as an end, still the results will not be such that the teacher will care to see them entirely lost to service in the succeeding terms. We have in mind a school where the entire series of relief maps of the continents—beautifully modeled in white and gold and blue, with a dash of sienna or yellow here and there to mark a desert or a depression below the sea—adorns the walls of the school-room, and the entire cost of the set was only *sixty cents*. But the feeling of *power* and *ownership*, which comes to those children when they see their own work, cannot be estimated in dollars and cents. And shall we then call it valueless?

Plant Life. II.

By MARA L. PRATT, Malden, Mass.

(These lessons, which will be given weekly for the benefit of the teachers who desire to give a connected line of plant work this spring, will be so outlined as to be possible for use in all grades. Each teacher must select and adapt that which will meet the special needs of her class.)

The true botanist sees and feels the analogy between plant-life and human life. It is that, to a small extent, that gives him the truly warm, loving sense towards the whole flower kingdom. If you can arouse in your pupils such a feeling towards the plant world you do them a life service. It is civilizing, refining, humanizing, to love flowers.

In our introductory lesson we talked of the catkins, simply as a natural leading up to the spring lessons so soon to come. Immediately following that should come the study of *seeds*. Already in some parts of our country seed life is beginning to awaken. Tell your pupils so; and suggest that, while this work is being now quietly carried on by Mother Nature under the ground where last year the seeds were deposited, we, too, begin in our school-room to make the conditions for waking up and starting into

growth some of these seed children that have now been sound asleep all winter long.

First of all, bring out to your pupils the analogy between plant and child life. Teach the last summer's plants as the mother-plants, who left when they died, their little baby children tucked snugly away in their cradles, warm and sound asleep, to await the coming of springtime. The following quotation from *Fairyland of Flowers* will illustrate: "You thought, last summer when the flowers were smiling and nodding all the day long that they were smiling and nodding at you or perhaps at each other. And very likely, some of the time, they were; for I am sure if they can speak to any one, it is to little boys and girls who are gentle with them and who step aside rather than to crush beneath the foot even the most common buttercup or daisy. But some of those smiles and nods must have been for the little *plantlets* or seed-children; else how should they know that by and by—next year perhaps—they should wake up and themselves grow up with plants that flower and in turn nod and smile and whisper their secrets to their own little children."

1. The seed, then, we may teach as the cradle in which, snug and warm, sleeps the baby plant—the *plantlet*. 2. Teach the length of time this baby plant will still hold its life, though it have neither food nor light. Keep the comparison between the human baby and the plant baby in this: (a) The human baby sleeps without food only a few hours at a time. If it were given no food it would die in only a few days. The plant baby sleeps through the winter; sometimes even for years and does not die. Tell the pupils of the seeds found by an archeologist in a buried city, which, when planted, sprang up as readily as any seeds. (b) The human baby must have sleep, and sunlight, and warmth, and food to make it grow. So must the plant baby. The human baby's food is milk principally. The plant baby gets its food from the earth and from the air. The human baby has hands and feet. The hands he stretches up when he awakes, the feet he pushes downward. The plant baby has also hands and feet; but they are called *plumule* and *radicle*. When the human baby awakes he usually puts up his hands and presses down his feet. Sometimes, however, if he is very anxious to be taken out of his cradle he kicks both hands and feet. The plant baby is very patient. He never seems to get cross or excited. He *never* kicks his feet upward. You cannot make him, try as hard as you will. Plant him upside down if you will, after his hands and feet (*plumule* and *radicle*) have begun to push out from the cradle, and as soon as ever he can, he will turn and twist them back into their right directions. (This is very easily proved to the children. Plant beans. When they have "sprouted" dig them up and carefully replant them upside down lightly under the earth. On the following day usually, the plantlet will be found to have re-adjusted its *plumule* and *radicle*.)



Next teach that the *plumule* is by and by to grow into what we call the plant—that is, the plant we see above the ground; the *radicle* is to grow into the roots or the part that stays beneath the ground. But insist on having the pupils prove this for themselves. Let each child, or if the school is large, each group of children have a box or a bottle or a sponge of their own in which seeds have been planted. Have enough seeds planted that some may be dug up every day to watch the daily growth. Child nature cannot bear long suspense. If you wait for the seeds to have "sprouted" and to have appeared above the ground, you will find your pupils, meantime, have lost interest. Besides you want them to see the daily phenomena of growth.

3. Next, as the plant develops, teach the subject of growth. If you have been careful to have a right variety of seeds planted, you will find opportunity to show the difference between mono-cotyledons and di-cotyledons. Show now the beautiful consistency, uniformity, and system observable in this as in all works of nature. Don't tell this to the pupils; but let the plants tell it. You have only to call the pupil's attention to it.

First of all there will be

One cotyledon or Two cotyledons.

Then as soon as the first leaves have appeared there will be plainly either

Parallel veins or Netted veins.

Very soon the stem will be large and strong enough to illustrate

Fibers in threads or Stem with pith.

If you can preserve these long enough, you may show that the flowers

In 3's or 6's or In 4's or 5's.

This last, however can be so generously illustrated later on in

the season when the flowers come, that it is hardly necessary to carry the study in the school-room window to this point.

One word in closing: Do not leave this line of work till the flowers themselves have come. There will be other work to do then. The preparation of work, the preparation of *enthusiasm* is to be brought out *now*.

A Self-Governing Union.

By LOUISE H. CLEMENTS, Berret School, Washington, D. C.

In selecting a list of words for development, preparatory to a reading lesson, the word "Union" occurred and with it the thought that I might make a very practical application, which would give my scholars a clear idea of it, not only in its narrow, but its broadest sense; greatly aid me in the work of school government, and at the same time instruct them in self-control, the management of societies, legislatures, governed and governing bodies, and utilize them as an organized corps of assistants in the preservation of order. This to me was an inspiration (for such I consider it in its far-reaching results), and on its presentation I at once suggested to my pupils that they form a club or union, which would make them a self-governing school; relieve their teacher of any necessity for disciplining, and make good behavior the motto and goal of their efforts. The idea seemed at once to be grasped by all, and many, whom it had seemed almost impossible to cause seriously to consider a subject, were enthusiastic and earnest and anxious to co-operate. With such hints as I deemed best to suggest, but instilling self-reliance, they framed and adopted the following:

CONSTITUTION.

ARTICLE 1.—NAME AND OBJECT.

The name of this society shall be "The Good Behavior Club," and its object shall be to promote gentlemanly and ladylike conduct on the part of its members.

ARTICLE 2.—MEMBERS.

Any scholar in the fourth grade of the Berret school may become a member who will pledge himself or herself to carry out the object of the club, and by signing this constitution.

ARTICLE 3.—MEETINGS.

The meetings of the club shall be held at 10.30, A. M., of each school day.

ARTICLE 4.—OFFICERS AND THEIR DUTIES.

Section 1. The officers of this club shall be a president, vice-president, secretary, sergeant-at-arms, librarian, and a lookout committee to consist of five members.

Section 2. The president shall preside at all meetings, preserve order, and decide all questions subject to an appeal to the club.

Section 3. The vice-president shall perform all the duties of the president in his absence and assist him in preserving order.

Section 4. The secretary shall keep a complete record of the proceedings of the club, conduct its correspondence, preserve all its papers, and keep a correct roll of its members.

Section 5. The sergeant-at-arms shall be the officer of the president and vice-president for enforcing order and decorum in the club, and be monitor in the cloak-room.

Section 6. The librarian shall have charge of the books belonging to the library of the club. He shall take them from their proper places, give them to the members of the club for use, and return them to their proper places after use, reporting any damage to the president.

Section 7. The lookout committee shall at all times have the general supervision of the members of the club, note their conduct and any violation of the rules of the club, and report the name and offence of the member to the president. They shall also visit the houses of the absentees, and report the cause of absence to the president.

ARTICLE 5.—ELECTIONS.

The regular election of officers shall be held on Friday of every other week and shall be by ballot, but no member shall be elected an officer, who shall have violated his or her pledge, or received five demerits during the preceding two weeks.

ARTICLE 6.—DUTIES OF MEMBERS.

Each member pledges himself or herself to be at school on time, to be neat and cleanly in person and dress, to be kind and courteous to each other, to obey the teachers and the officers of the club, and to emulate each other in lessons and deportment.

ARTICLE 7.—PENALTIES.

1. Any member who talks in school without permission shall receive two demerits and have his or her badge taken away for five school days. 2. Any member who goes to the teacher's desk without permission shall receive one demerit. 3. Any member

who comes to school in an untidy condition shall receive one demerit. 4. Any member who pushes in line shall receive two demerits. 5. Any member who is disobedient to his or her teacher shall receive one demerit. 6. Any member who is inattentive in class shall receive one demerit. 7. Any member who misses more than six words out of twenty in spelling shall receive one demerit.

ARTICLE 8.—BADGE.

The badge shall consist of a bow of blue ribbon to be worn in the button-hole, or on the left breast.

ARTICLE 9.—AMENDMENTS.

This constitution may be altered or amended at any regular meeting of the club, one week's notice in writing having been given by the member offering such alteration or amendment.

ARTICLE 10.—ORDER OF BUSINESS.

1. Calling of the roll. 2. Reading of the minutes of the last meeting. 3. Reports of officers. 4. New business.

(It is now a permanent feature of my school and no one, without seeing and knowing the facts, could realize the good that has been accomplished; or how little men and women from ten to twelve years of age could preside, govern, write, unaided, such minutes, reports, etc., and deliver them with such dignity. As the knowledge of the formation of this club has extended I find that similar organizations are being formed in other schools of the district, and without egotism I think such clubs would prove of benefit everywhere.)



Supplementary.

Through the Year with the Trees.

An Arbor Day Exercise.

By OLIVE E. LONG, St. Paul, Minn.

(This exercise may be given either out of doors or from the platform of a school-room. If out of doors, the tree may be blatted beforehand. The school, grouped as a chorus, opens with a song.)

SONG: "All by the Shady Greenwood Tree."

(Words and music page 42 of *The Polytechnic*, A. S. Barnes & Co.)

All by the shady greenwood tree,
The merry, merry archers roam;
Jovial and bold and ever free
They tread their woodland home.
Roving beneath the moon's soft light,
Or in the thick, embowering shade,
Listening the tale, with dear delight,
Of a wandering sylvan maid.

(At the close of the song a girl dressed in green and trimmed with leaves to represent the dryad of the tree, steps to the side of the tree.)

Dryad.

I am the spirit of the tree. Long ago men called us dryads. Now-a-days men have almost forgotten that we exist, but every tree has its dryad that rejoices with the joy of living while the tree lives and dies when the tree dies. I come to greet you from my home far in the forest. Transported from that happy place of blue skies and soft mosses, I come as a country cousin to the busy world to find that the skies are blue here, also, and hope that I may find new friends to replace the old familiar ones which I have left. When first I woke to consciousness it was to watch over this tree of mine, though perhaps you would not have known it for a tree then, wrapped up as it was in a little brown bundle that you call a seed. But the life came one glad spring morning, when the soft rain and the warm sun coaxed me from my little cradle up into the wide forest home. Did you ever know how the rain can call? Listen to it! (Turns to the chorus, one of whom steps forward and recites:)

RAIN AND THE FLOWERS.

To the great brown house where the flow'rets live,
Came the rain with its tap, tap, tap!
And whispered: "Violet, Snowdrop, Rose,
Your pretty eyes must now unclose
From your long wintry nap!"
Said the rain with its tap, tap, tap!

From the doors they peeped with a timid grace,
Just to answer this tap, tap, tap!
Miss Snowdrop courtesied a sweet "Good-day!"
Then all came nodding their heads so gay,

And they said: "We've had our nap,
Thank you, Rain, for your tap, tap, tap!"

—Selected.

Dryad.

And so it was no wonder that I dared venture forth, too, into the mystery of life. And what a home mine was,—a wide-reaching host of friends, all breathing a welcome to me, their new little neighbor, in the soft spring-time. I felt it was the spring, even though it was the first I had ever known, for everything was telling of it; the warm sunshine filtering down through the budding branches, the quiet dew, the rain, gentler and softer than ever, and the waking flowers, just answering the call of the wind.

(A pupil steps forward and recites:)

PUSSY WILLOW.

The brook is brimmed with melting snow,

The maple sap is running,
And on the highest elm a crow
His black wings is sunning.
A close green bud the Mayflower lies
Upon its mossy pillow;
And sweet and low the south-wind blows,
And through the green field calling goes,
"Come, Pussy! Pussy Willow!
Within your close brown wrapper stir;
Come out and show your silver fur;
Come, Pussy! Pussy Willow!"

Soon red will bud the maple-trees,
And blue-birds will be singing,
And yellow tassels in the breeze
Be from the poplars swinging;
And rosy will the May-flower lie
Upon its mossy pillow;
But you must come the first of all,—
"Come, Pussy!" is the south wind's call,—
"Come, Pussy! Pussy Willow!"
A fairy gift to children dear,
The downy firstling of the year,—
Come, Pussy! Pussy Willow!

Dryad.

And was it the wind, too, or which one of all my neighbors could have whispered to the poets of the spring that they could so tell of it?

(A pupil steps forward and recites:)

And at night so cloudless and so still! Not a voice of living thing,—not a whisper of leaf or waving bough,—not a breath of wind,—not a sound upon the earth or in the air! And overhead bends the blue sky, dewy and soft, and radiant with innumerable stars like the inverted bell of some blue flower sprinkled with golden dust, and breathing fragrance. Or, if the heavens are overcast, it is no wild storm of wind and rain, but clouds that melt and fall in showers. One does not wish to sleep, but lies awake to hear the pleasant sound of the dropping rain.

—Longfellow.

(As the pupil steps back the chorus sings:)

SONG: "Wandering in the May-Time."

(Words and music on page 52 of *Loomis' Glee and Chorus Book*, Iverson, Blake-man, Taylor & Co.)

Dryad.

Besides my silent friends, the sunshine, the dew, and the stars, there was the brook, gurgling over its bed and telling its own story as it went.

(A pupil steps forward and recites Tennyson's "Song of the Brook." She may be appropriately decorated with water-grasses and ferns.)

Dryad.

And the birds flooding the whole forest with their music, till the sleepest flowers knew it was time for them to awake! Many were the spring-times that I saw in the forest, but none of them were complete till the birds came.

"A week ago the sparrow was divine,
The bluebird, shifting his light load of song
From post to post along the cheerless fence,
Was a rhymer ere the poet came;
But now, O rapture! sunshine winged and voiced,
Pipe blown through by the warm wild breath of the West,
Shepherding his soft droves of fleecy cloud;
Gladness of woods, skies, waters, all in one,
The bobolink has come, and like the soul
Of the sweet season vocal in a bird,
Gurgles in ecstasy we know not what
Save June! Dear June! Now God be praised for June.

—Lowell.

(As the Dryad ceases, the chorus sings the Bluebird Song:)

(Words and music to be found on page 434 of the *Arbor Day Manual*, Weed, Parsons & Co.)

PRETTY LITTLE BLUEBIRD.

Pretty little bluebird, singing in the trees,
Tell me, tell me if you please,
How you keep your dress so tidy and so new;
Tell me, tell me, little bird of blue.

Dryad.

And I must not forget to speak of my nearest kinsmen, the forest trees under whose protection I grew year by year. My other friends were careless playmates, but these gave me the careful advice of older brothers and sisters. One gnarled old oak in particular, who had lived through nearly a century of wintry storms, would send down his leaves in the spring to tell me of the importance and responsibility of our brotherhood at this season of the year; how we moderated the temperature for the young and sensitive crops, and kept them from sudden changes; even man himself thanked us, when he understood enough to do so, for our effect in modifying the climate. Perhaps I didn't listen as well as I should, for the south-wind was telling me at the same time that a May-party was coming to the forest, and how could I help but be a tiptoe to see it?

(Music,—some polka tune,—during which a group of May girls and boys dance in. They join hands and dance in a ring till the music changes to "Lightly Row," when they sing the first stanza of "May-song." Between the stanzas they break into the dance again, to the polka music.)

MAY-SONG. (Tune, Lightly Row.)

May flowers sweet, at our feet,
Raise their heads the spring to greet;
Violets, too, peeping through,
Fleck the hills with blue.
In the silent woods are heard
Hum of bee and song of bird;
Spring is here, spring is here,
Joy-time of the year.

(One of the girls is placed in the center of the ring and crowned with flowers.)

Sunlight sheen crowns our queen,
Fairest ever yet was seen;
All the bowers scatter flowers
For this queen of ours.

(Bow and scatter flowers at her feet.)

To her feet we tribute bring
From the treasures of the spring;
Spring is here, spring is here,
Joy-time of the year.

(They dance out to the polka music, leaving behind one little girl with a basket of flowers, who advances and recites:)

OUR GARDEN.

The winter is gone, and at first Jack and I were sad,
Because of the snow-man's melting, but now we are glad;
For the spring has come, and it's warm, and we're allowed to garden in the afternoon;
And summer is coming, and oh, how lovely our flowers will be in June!

We are so fond of flowers, it makes us quite happy to think
Of our beds—all colors—blue, white, yellow, purple, and pink,
Scarlet, lilac, and crimson! And we're fond of sweet scents as well,
And mean to have pinks, roses, sweet peas, mignonette, clove carnations, and everything good to smell.

On Monday we went to the wood and got primrose plants and a sucker of dog-rose;
It looks like a green stick in the midst of the bed at present, but wait till it blows!
The primroses were in full flower, and the rose ought to flower soon;
You've no idea how lovely it is in that wood in June!

The primroses look quite withered now I am sorry to say;
But that's not our fault, but nurse's, and it shows how hard it is to garden when you can't have your own way.
We planted them carefully and were just going to water them all in a lump,
When nurse fetched us both indoors, and put us to bed for wetting our pinafores at the pump.

We're going to take everthing up,—for it can't hurt the plants to stand on the grass for a minute.
And you really can't make a bed smooth with so many things in it.
We shall dig it all over, and get leaf-mould from the wood, and hoe up the weeds;
And when it's tidy, we shall plant and put labels and strike cuttings and sow seeds.

We are so fond of flowers! Jack and I often dream at night
Of getting up and finding our garden ablaze with all colors,—
blue, red, yellow, and white;
And midsummer's coming, and our big brother Tom will sit under the tree
With his book, and Mary will beg sweet nosegays of me.

It's so tiresome! Jack wants to build a greenhouse now.
He has found some bits of broken glass and an old window frame, and he says he knows how.
I tell him there's not glass enough, but he says there's lots.
And he's taken all the plants that belong to the bed and put them into pots.
—Juliana Horatia Ewing.

Dryad.

But each year, as I laid aside my winter cloak and shook out my green robes, I grew a little taller, till in four or five summers I looked far down to see the little white violets at my foot, and was on nodding terms with the tallest bushes in the wood. Then the old oak did not need to send down its leaves as messengers, but could bend its lowest branches to tell me that now, since the summer time had come, I must send my roots bravely down into the earth to cleave a path for the rain-drops so that when they came rushing down they might fill the under-ground basins which keep alive the clear, cool springs all through the dry summer. And it told me that the rain loved us so well that it always came oftener to the countries where there were trees, and that if men only knew it they would never cut us down without planting others in our places.

And then it whispered to hang out my green leaves,—as many as I could,—for they were little mouths that breathed out the oxygen that man and animals needed, and breathed in what they could not use. And then all the flowers nodded and smiled (because they were listening), and said they could do that, too. And the wind carried away our whisperings to freshen the breeze that was floating out into the plain.

And every day new flowers kept coming,—our quiet forest was growing into a ball-room of bright colors that danced with the wind to the music of the birds and the insects.

A DREAM OF SUMMER.

West wind and sunshine, braided together,
What is the one sign, but pleasant weather?
Birds in the cherry-trees, bees in the clover,
Who half so gay as these, all the world over?

Violets among the grass, roses regretting
How soon the summer'll pass, next year forgetting.
Birds sighing in their sleep, "Summer, pray grant us
Youth, that its bloom will keep fragrance to haunt us."

Rivulets that shine and sing, sunbeams abetting,
No more remembering their frozen fretting;
Sweet music in the wind, sun in the showers;
All these we're sure to find in summer hours.

Dryad.

How the flowers bloomed along the sides of the forest paths, the columbine, the asters, the clematis, and golden-rod.

(A little girl in Kate Greenaway costumes steps forward and recites:)

O, pretty Lady Golden-rod,
I'm glad you've come to town!
I saw you standing by the gate,
All in your yellow gown.
No one was with me, and I thought
You might be lonely, too;
And so I took my card-case
And came to visit you.

You're fond of company, I know;
You smile so at the sun,
And when the winds go romping past,
You bow to every one.
How you should ever know them all,
I'm sure I cannot tell;
And when I come again, I hope
You'll know me just as well. —C. W. Bronson.

Dryad.

This was when the summer was going and the evenings were beginning to grow cooler, and the dandelion's crown was growing white.

SONG.—"The Dandelion" (with appropriate gestures).

(Words and music found on page 181, Taft's and Holt's Second Music Reader.)

Song.—Little Dandelion spent
All her days in sweet content!
When she dressed in yellow;
So, too, did the sun on high.

And the roving butterfly,
That most jolly fellow.

Dryad.

And when the fall had come in earnest, we all put on our gayest colors to match the golden moon that gleamed at us in the soft nights.

(*Pupil recites:*) FALL FASHIONS.

The maple owned that she was tired of always wearing green, She knew that she had grown, of late, too shabby to be seen! The oak and beech and chestnut then deplored their shabbiness, And all, except the hemlock sad, were wiled to change their dress. "For fashion-plates we'll take the flowers," the rustling maple said,

"And like the tulip I'll be clothed in splendid gold and red!"
"The cheerful sun-flower suits me best," the lightsome beech replied,
"The marigold my choice shall be," the chestnut spoke with pride.

The sturdy oak took time to think, "I hate such glaring hues; The gillyflower, so dark and rich, I for my model choose." So every tree in all the grove, except the hemlock sad, According to its wish ere long in brilliant dress was clad. And there they stand through all the soft and bright October days;

They wished to be like flowers—indeed they look like huge bouquets. —*Selected.*

Dryad.

And then the wood-paths grew gay with the chatter of children's voices, as they came with baskets and long poles, on their fruit-gathering and nutting parties. And somehow, we all felt, as each golden autumn came round, that one of the great things we had lived for had come to pass, and the nut-trees freely scattered their brown treasures on the dry moss, and the wild plums and cherries blushed with pleasure at the visits of the birds and children.

HARVEST SONG BY THE CHORUS. (*Tune, "Ward."*)

Once more the liberal year laughs out
O'er richer stores than gems or gold;
Once more with harvest song and shout
Is nature's bloodless triumph told.

Our common mother rests and sings,
Like Ruth, among her garnered sheaves;
Her lap is full of goodly things,
Her brow is bright with autumn leaves.

O favors every year made new!
O gifts with rain and sunshine sent!
The bounty overruns our due,
The fulness shames our discontent.

We shut our eyes, the flowers bloom on;
We murmur, but the corn-ears fill;
We choose the shadow, but the sun
That casts it shines behind us still.
God gives us with our rugged soil
The power to make it Eden-fair,
And richer fruits to crown our toil
Than summer-wedded islands bear. —*Whittier.*

Dryad.

And then a day came when we knew it was time to send down our leaves on the wind. At first I hated to have them go, and be left so bare, but every year it grew pleasanter, for the old oak would nod its head, and tell me how they helped to form a cover over the shivering earth, and kept it from freezing so deeply when the winter came. And it even went so far as to tell of the next year, and of how the forest would be covered with the light leaf-mould which the flowers and ferns all loved. And so each autumn, as I grew taller and waved my branches farther over the earth, I was glad that I had more of these bright leaves to scatter at my feet.

(*A pupil steps forward and recites:*)

HOW THE LEAVES CAME DOWN.

"I'll tell you how the leaves came down."
The great tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red."

"Ah!" begged each silly pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief;
'Tis such a very pleasant day
We do not want to go away."

So, just for one more merry day
To the great tree the leaflets clung,
Frolicked and danced, and had their way,
Upon the autumn breezes swung,
Whispering all their sports among,—

"Perhaps the great tree will forget,
And let us stay until the spring,
If we all beg, and coax, and fret."
But the great tree did no such thing;
He smiled to hear their whispering.

"Come, children, all to bed," he cried;
And ere the leaves could urge their prayer,
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bedclothes heaped upon her arm
Should come to wrap them safe and warm.

The great bare tree looked down and smiled,
"Good-night, dear little leaves," he said.
And from below each sleepy child
Replied, "Good-night," and murmured,
"It is so nice to go to bed!" —*Susan Coolidge.*

Dryad.

And then one day the snow came to put us all asleep, and spread a cloak of ermine over the coverlet of leaves.

Out of the bosom of the Air,
Out of the cloud-folds of her garments shaken,
Over the woodlands brown and bare,
Over the harvest-fields forsaken,
Silent, and soft, and slow
Descends the snow. —*Longfellow.*

(*Song by group of primary children, with appropriate motions. Tune, "Lightly Row."*)

Lovely white, from the height,
Falls the snow in flakes so white;
Spreads around, on the ground,
Mirth rings far and wide.
Let us now a snow-ball make,
At each other aim to take;
O what fun, do not run!
Never will it hurt.

Dryad.

And yet the forest was not all asleep—the evergreens were glowing in their holiday attire—and rustled their snow-laden boughs as they talked of the joys of the coming Christmas-time. And the old oak, between its naps, sleepily told of our great usefulness in the coming spring,—and how we served the snow as well as the snow served us,—for when the warm sun would melt the flakes till they turned into trickling rills, and these into raging floods, we would keep away his burning glances till they slowly melted and sunk into the thirsty earth only as fast as she needed them. And when the freshets did come from the sudden melting on some barren hillside, our roots held together the light soil and kept it from washing down to the swollen rivers below.

And by this time I listened more carefully to the oak's sage counsel, for I had learned that it always proved true. And so it was in this case, for when the spring came again to carry away the white cloak from the earth, it came gently and softly in our forest, while the wind brought to us tidings of great loss and pain, where, in the open country, its advent had been too sudden.

And it was because of our usefulness, as well as our beauty, that people began to visit our forest, to carry some of us away to other places where our help was needed. *This is what we are, we tree; helpers of mankind as well as beautifiers of nature, And all the care you give us will be repaid a hundredfold by the added health, and wealth, and beauty, that we bring to your country.*

(*The chorus advances and closes in around the tree and Dryad as it sings the following song, written by D'Orfey about 1680.*)

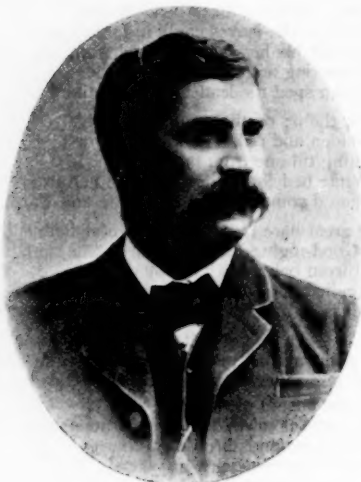
(*Music found on page 99, Loomis' Glee and Chorus Book.*)

"IN SUMMER TIME."

In summer time when flowers do spring,
And birds sit on each tree,
Let lords and knights say what they will,
There's none so merry as we.
There's Tom with Nell who bears the bell,
And Willy with pretty Betty;
Oh, how we skip it, caper and trip it,
Under the greenwood tree!

Our music is a little pipe
That can so sweetly play,
We hire old Hal from Whitsuntide,
Till latter Lammas-day.
When the day is spent, with one consent
Again we all agree
To caper and skip it, trample and trip it,
Under the greenwood tree!

The Educational Field.



Charles R. Skinner.

Mr. Skinner was born in 1844 in Oswego Co., N. Y. He spent the first sixteen years of his life on his father's farm and at school, and taught a district school at seventeen, while pursuing his academic studies at Mexico, N. Y. From 1861 to 1867 Mr. Skinner worked in various pursuits looking toward the accomplishment of one purpose—to go to college and afterward study law. He was teacher in the Mexico academy for a year, during which he declined the nomination for school commissioner in the third Oswego district.

Being disappointed in his college course he went into business in 1867. He early manifested an interest in newspaper work and in 1870 took up his permanent residence in Watertown as city editor and business manager of the *Times and Reformer*. He was most successful in the journalistic field, but left it in 1874 to identify himself with the progress and business interests of Watertown; but he has always retained his interest in journalism and is a life member of the New York state press association. He became a member of the board of education of the city of Watertown, being twice re-elected and always identifying himself closely with the educational interests of the city. In 1876 Mr. Skinner was elected to the New York assembly and took a leading part in the discussion of legislative measures. He pushed to its passage the bill prohibiting frequent changes in text-books in schools. He was five times sent to the legislature where he was ever found on the side of the public good. This popularity resulted in his election to the Forty-seventh Congress. While a member of this and the succeeding body he introduced the bill reducing letter postage from three to two cents. He was also author of the measure providing for the special delivery of letters, and was ever an active worker in pioneer measures for the benefit of the people.

In 1886 he was appointed, by Superintendent Draper, deputy superintendent of public instruction of the state of New York, and re-appointed in 1889. His term of service closes in 1892.

While holding this office he has edited and compiled the "Arbor Day Manual," a collection of literature relating to trees and forests. His course as deputy superintendent has been characterized by a harmony of effort with Superintendent Draper to advance the educational interests of the state, and by a promptness and never failing courtesy in meeting the numerous demands upon his time and official assistance, that have been greatly appreciated by the educators of the state.

The first observance of Arbor Day in New York state, under the law of 1888, took place May 3, 1889. More than half of the school districts of the state reported as having observed the day by planting trees about school grounds. In nearly every case the planting was accompanied by interesting literary exercises.

American flags were presented and raised over eight of the public schools of Philadelphia on Washington's birthday. The donors were the Patriotic Order, Sons of America and the Junior Order of United American Mechanics. The motive of the gift is the cultivation of the spirit of patriotism among the children who are soon to become the citizens of the Republic and take part in the administration of its affairs.

The Protestant colleges of Michigan held a conference meeting in Lansing, March 2, to prepare the way for an organization of college teachers. The object is to secure a greater uniformity of courses and work, and that by such union the value of the colleges as educational factors may be made apparent. There are eight colleges in Michigan numbering 3400 students. The University has about 2500 students.

As nearly all of the students in the colleges are pursuing culture courses, while at the university the great majority of the students are pursuing professional courses, it will be seen that it is to the colleges that Michigan is largely indebted for the higher education of her youth.

Four colleges, Alma, Hillsdale, Hope, and Olivet, were represented at the Lansing meeting. The organization was not completed, but Pres. Mosher, of Hillsdale college, and Prof. King, of Olivet college, were constituted a committee to fix upon a time and place for another meeting. Two papers were decided upon for the program of the next meeting, viz.: "Requirements for Admission to College Courses," by Prof. King, of Olivet college, and "Uniform Standard For an Interpretation of Degrees," by Pres. Scott, D.D., of Hope college.

The new superintendent at Buffalo, Wm. H. Love, ought to be able to do the best things for the schools in that city from a long and intimate knowledge of their growth and needs. He is a graduate of the Buffalo high school and has taught in the schools of Buffalo since 1881. For the past two years he has been principal of a large and flourishing grammar school in that city carrying out his progressive ideas of education as far as practicable. He believes in manual training that begins in the kindergarten and embraces all phases of industrial and mechanical work. With an avowed belief in the training of the teacher for professional work, Buffalo ought to make rapid strides upward and onward.

The endowment of the University of Chicago has now reached \$4,000,000. President Harper has fixed \$7,500 as the salary of professors in this university which will enable him to secure the highest talent in any special direction. It is believed that this ability to pay living salaries will exert a powerful influence on scholarship in this country, inasmuch as it will enable men to make scholarship a profession with no fear of starvation at the end.

Dr. Harris thus outlines the plan "to provide for the proper presentation of the intellectual and moral as well as the material progress of the world," at the World's Columbian Exposition at Chicago:

"First, the month of May, 1893, is set apart for art, literature, and music. It is appropriate that the series should begin with a discussion of the spiritual activities which have for their object the display of human nature—the manifestation of spirit in material forms—because the whole exposition rests on this idea. Every international exposition is a revelation of the ideals and achievements of the peoples of the world.

"For the second month it is proposed to hold the congresses and conventions that relate to religion and morals, including temperance, social reform, and the suppression of vice in all its forms. The third month, July, is set apart for education. This is the special month which interests our National Association. But not only school education is provided for in congresses. Besides this there are all manner of learned societies devoted to science, philosophy, and invention, which are to meet in conference. For August the congresses of jurists, the students of politics, the framers of laws, and the military; also the secret societies. September is set apart for labor congress and kindred movements, while October will close the series with congresses of agriculture, commerce, and finance."

With special reference to the educational congresses Dr. Harris says that "Local committees and advisory councils have been formed on the departments of higher education, public instruction, music teaching, instruction of the unfortunates and of special education. The special committee of ten from the National Educational Association, appointed on the World's Congress of Educators, has been recognized and made an advisory council on public instruction. The committee will act in conjunction with the local committee as a joint committee, and adopting the action already taken by the latter, proceed to complete the organization of the several departments of the congress by inviting distinguished educational specialists from the several states and from the foreign nations in Europe and on this continent to join in the work of all the named sections."

Hon. W. T. Harris, U. S. commissioner of education, proposes to have published by his bureau a statistical statement concerning kindergartens in the United States. For this, it is essential that there shall be: (1) A complete list of associations and societies whose object is the support or encouragement of kindergartens; (2) a complete list of training schools for kindergartners, and (3), a complete list of all kindergartens, public and private. He wishes the assistance of teachers and others in the preparation of

these lists. Those who are in doubt about the correctness of the information they have to offer in regard to institutions would do the commissioners a favor by furnishing the name and address of some person or persons interested in kindergarten work.

Sioux City appreciates the advantages of first class schools, and will generously support them. Contractors are now figuring on the plans and specifications for a new high school building. It will be a fine structure, second to none in the Northwest, and will cost \$100,000. Pupils who attain a standing of 90 or over in their daily work are excused from examinations for promotion. The good effects of thus emphasizing the daily work are already made apparent. As there are no recesses above the first grade, physical culture is being introduced into all grades. Manual training will be introduced as part of the course.

Special efforts are being made to cultivate a taste for good reading among the pupils. Choice selections are memorized, the pupils' home reading is encouraged as much as possible, and the pupils' reading circle is recommended.

Miss M. B. Nelson, formerly supervisor of primary work in the city, has been called to the supervisorship of physical culture at a salary of \$1,200. Supt. H. E. Kratz has entered upon his new field with every prospect of success.

The annual report of the board of education of Phillipsburg, N. J., marks out a regular course of pedagogical study for teachers and applicants for teachers' positions.

Teacher's county certificate of first, second, and third grades will be accepted by the board as license to teach in towns, provided that subsequent to June 30, 1893, in addition to holding a teacher's certificate, the candidate shall present satisfactory evidence of having pursued a course of professional reading covering the following subjects: Psychology, as applied to teaching; history of education; theory and practice of teaching, and primary teaching.

Early last year teachers' meetings were established for the purpose of studying methods of teaching. These have been regularly attended, and have resulted in much good. A nucleus of a teachers' library, containing fifty volumes, has been formed.

The University of Wyoming, located at Laramie, was founded in 1886 by territorial legislation and a \$75,000 building erected. In 1888 a preparatory school and college of liberal arts was opened. The first state legislature held during the winter of 1890 made large provisions for this young institution of the Rocky mountain regions. By its charter all the higher education of the state, as well as all technical schools, are centered in it. Besides its academic department and college of liberal arts there is a normal school, agricultural college, school of mechanical engineering and of mines and metallurgy. It has fine laboratories. Its faculty numbers thirteen professors, all young, active, and able men, and the institution is growing rapidly under the presidency of A. A. Johnson, D. D., the founder and late president of Fort Worth university, Texas. The institution is thoroughly equipped in all departments, is entirely out of debt, and has an annual income for current expenses of over \$35,000.

The Boston *Herald* in commenting on the free text-book law in that city says:

"The operation of the free text-book law in the Boston public schools has been eminently satisfactory. Even its most ardent champions could scarcely have anticipated that the cost to the city of the text-books supplied to the pupils would have involved a much less annual expense than was incurred for these items twelve or fifteen years ago, when there was a much smaller number of pupils, and free text-books were furnished to indigent pupils only. And yet this is the result of the city's experience so far. It is a pretty satisfactory piece of legislation all around."

A circular laid upon the desk brings an interesting account of a training college for kindergarten teachers established at Bedford (Eng.) ten years ago. Teachers who go through this course of instruction receive certificates from the "National Froebel Union" and easily find employment in all parts of the United Kingdom.

In the scholastic year 1890-91 St. Petersburg had 259 primary schools, with 12,760 pupils. This year the number of schools is 267 and the number of attending pupils 13,042. This includes 120 female schools, with an attendance of 5,703.

New York City.

The third annual dinner of the Association of Graduates of State Normal Schools will be held at The Columbia, 14th street, on Saturday, April 9, at 5:30 P.M. Tickets two dollars.

In Forty-second street, New York city, is the administration house of the parish of St. Bartholomew's Episcopal church. The building and the lot is the gift of Cornelius Vanderbilt and the furniture that of Mrs. W. H. Vanderbilt. In the vast humanitarian scheme which this building embodies, the educational, industrial, and recreative facilities are open to all of good moral character. There is a Penny Provident Fund in which deposits

are received daily, and more than a hundred boys and girls can be seen on any day standing in line to enter the office. A short time ago a little newsboy asked for the amount to his credit. On being asked what he was going to do with it he replied: "I wish to make my mother a present, and I want to buy a ton of coal for her." Another boy saved enough to bring his little brother from Ireland to this country.

The superintendent, Mr. Carstensen, says of the institution: "It aims primarily to prevent and secondly to cure, on the principle that it is better to keep humanity from falling, than to lift them after they are fallen. It stands for culture in its broadest sense. The recipients are expected to make a moderate pecuniary return for the educational and social privileges afforded them." There is an auditorium for lectures and concerts, and a flat roof for a summer garden, and a concert room. There are kindergarten rooms where a hundred little children receive instruction daily. There is a well-stocked school library. Instruction is given in millinery, dressmaking, stenography, type-writing, music, cooking, etc. There are club rooms for men and boys and one of the best equipped gymnasiums in the country. Hundreds of boys will avail themselves of the boys' department of the Polytechnic. A large number of class rooms and instructors are provided for their evening instruction in history, book-keeping, grammar, and mechanical drawing. There is also a well-attended grade school. Physical culture receives especial attention. There is a large reading and recreation room, always full of boys, and if one is disorderly the threat of expulsion is all that is needed to reform him, for the time being at least. A good restaurant is also a part of the plan, where a good dinner can be had for 18 cents. While this is not a charity scheme, the deservedly poor are cared for, free of charge. Mothers' meetings and sewing classes are also held.

"What shall we do with our bad boys?" is a standing question in every community from the group of rural hamlets to the large cities. This is what can be done with them. Set them all to doing something. Crowd out the bad with the useful and the entertaining. It is not necessary to have Vanderbilt mansions; there are opportunities in the smallest places. A half hour's ethical instruction daily in the school-room is not enough to meet the demand for the moral training of our boys and girls.

The College for the Training of Teachers, now located at No. 9 University Place, New York city, is to have new and elegant quarters near the new site chosen for Columbia college on One Hundred and Twentieth street. The college is indebted to Mr. George Vanderbilt for the ground of the proposed new building. One of the great benefits to be derived from the change is the nearness to Columbia college so that arrangements for lectures may be made with the professors of its departments.

Arbor Day Treasure Trove.

The April TREASURE TROVE is an Arbor Day number. Every teacher should see that single copies are placed in the hands of each pupil, either for general reading, school reading, or to learn something for the Arbor Day celebration. There are two recitations, "My Garden," and "Nature's Lesson," suited to grammar and high school grades (girls); a special exercise for an April "Birthday," besides descriptions of tableaux, dialogues, illustrated recitations and other things to brighten the school-room.

Educational Notes from Abroad.

England. The duties of school boards (says the *Yorkshire Herald*) are at once onerous and multifarious. The members of a Cheshire school board, however, have just been confronted with a task which they could hardly have anticipated. They have had to take measures for the extermination of a plague of rats, with which the school at Over has become infested. It will readily be admitted that a few good specimens of this species of vermin scampering about the floor of a place of study, are extremely unfavorable for the preservation, on the part of teachers and scholars alike, of that mental composure which is so essential to the advancement of learning. It is reported that the rats at Over are of a peculiarly "impudent type." This statement must go far to intensify the sympathy of those who have found that a visitation of even the most modest species of the vermin is bad enough. We hear that the school board in its wisdom decreed a holiday to be dedicated to slaughtering the pests.

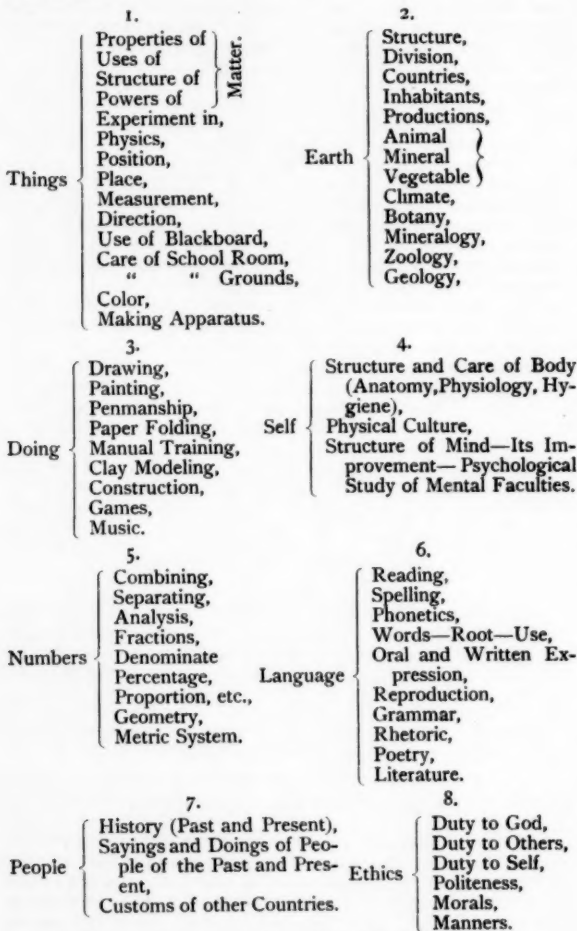
At the University Training college, Liverpool, Prof. Laurie, of Edinburgh, in the course of an address on the subject of the education of teachers, said it was quite natural that attention should be directed to the university colleges spread over England as agencies for the training of teachers, especially as the board schools were undenominational in character. These new colleges should succeed in attracting pupils for the various professions, and it were better for teachers that they should mix with pupils preparing for other professions, than to be trained at any special institutions. A great deal depended upon the president and vice-president of the committee of council on education as to the fruitful nature of the school law. With some it was how little could be given to forward the work. Teachers, of all men, should be set apart at an early period for their work, and not trained in any special school, which would give them pedantry. The broader education gave a stimulus and imagination to their teaching, as well as dignity and confidence in their academic standing.

Correspondence.

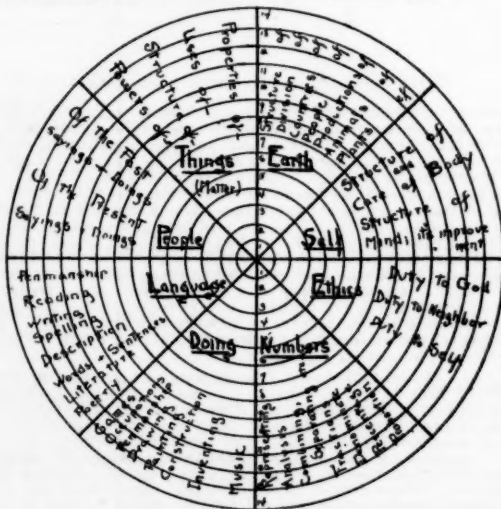
Please explain how we make the eight departments cover the "all-around field."
Oakhill, Cal.

R. EDGEWOOD.

The following outline comprise a brief synopsis of the subjects under each general head. Each topic will easily admit of still finer divisions.



Or the sub-divisions may all be divided in this way :



What is the population of Alaska and what class of people compose its population?

The total population is 31,000, made up as follows: Aleuts, 900; Indians, 5,000; Eskimos, 18,000; Chinese, 2,300; whites, 4,800.

I want to put my school on a "normal" basis; but it is a little country school of only fourteen pupils. (1) Will you map out a program for a school of five grades? (2) Would you allow the pupils merely to do their work at their desks? (3) What is the best way to give language lessons to beginners? (4) How shall I find time for physical culture, drawing, and dicing? (5) I am deficient in composition. What book can I get to help me? How can I improve in this?
Miss.

E. C. M.

That you want to improve is apparent in every line of your letter. Condensed it reads as above; you see we cannot give you half a column. Don't speak of a "little country school" as though you despised it. As you are there, so you will be elsewhere. You say you have five classes; reduce them to four; that is as many as you can well handle. Here is a program, with the minutes devoted to each subject:

5. Opening exercises. 10. Singing. 15. D Reading and number. 15. C Reading and number. 20. A Arithmetic. 15. B Arithmetic. 5. Gymnastics. 10. Recess. 15. C Arithmetic. 15. Drawing. 15. A and B Spelling. 20. C and D Language lessons. 15. A and B Language lessons. 15. D Reading and Number. 15. C Reading. 20. B Reading. 20. Writing and Drawing. 5. Gymnastics. 10. Recess. 15. A and B Geography. 15. C and D Earth lessons. 20. A Reading, General exercises.

Now the program is a very important feature. The pupils must have a fixed time for every duty; they will learn to be ready for their duties. Once a week you can take the drawing time for ethics, for example. Remember, as some are reciting, the others are to turn to regular work. (2) The pupils may study all they like at their desks; when the time has come for recitation they must be marshaled on the recitation bench. Put their work on the blackboard. Take pointer in hand and explain it in good order. You must not be satisfied that they "work out their sums" at their seats, as it seems to me that you are. (3) Give them stories to reproduce; let them write on subjects they understand. Just as they learn to talk they learn to write. Require this *daily*. (4) See program. (5) Take your pen in hand *daily* and write not less than 200 words on topics you understand. Do as the young lady does who learns to play on the piano, practice, *practice*, PRACTICE.

Which would be better for a teacher who wishes to advance, to take a course at the State university or at a normal school?
Colusa, Cal.

F. L. PUTNAM.

It is not easy to reply helpfully to this question. (1) Supposing a teacher to have the means and time to spare; that he has literary tastes and aims to take a high position educationally, then the university would be profitable; but he must beside all he gets at the university get a training in theoretical and practical pedagogy. (2) Ordinarily it will be best to go to a good (mark the adjective) normal school and supplement what he gets there by study while he is teaching. Too often the examples he has before him in the university are misleading and injurious. Scarcely one professor in a hundred knows how to teach; he asks questions and pours out knowledge. A graduate of Yale university in speaking of this remarked, "The best teacher there was a normal school graduate."

The normal school, if it is a right one, will put a value on the work of studying education; he will teach somewhat scientifically, at once, and improve day by day. But alas! there are many normal schools where the sole business is hearing lessons in geography, grammar, etc. This should be done, but the other must not be left undone.

I enclose a piece of music and would like to know how I can get copies of it and the cost. I want about 100 copies to use in my school.

W. J. P.

One hundred copies would cost five to ten cents each. You can put your music on a large sheet of manilla paper, using ink with a camel's-hair brush. The sheet should be 3x4 feet. Tack the sheet to a stick or roller, when done with it roll it up and tie a string around it. You may use a "mimeograph" or the ordinary "gelatine copying pad" to make copies if you wish; but the large sheets will be just what you want.

Are most of the children of Catholics in the public schools? Do they not patronize the public schools?
E. L. S.

The Catholics believe in and patronize the public schools. The total number of children educated in Catholic schools is possibly 500,000, but it is doubtful if it is so many. The number of Catholic children is calculated at 2,225,000. This leaves a balance of over 1,500,000 who are not being taught in Catholic schools; but are in our public schools; these receive religious instruction in their churches.

The Protestants used to think they must have schools where there were religious exercises, but they have given that up for harmony's sake; they have developed their Sunday-schools wonderfully, as all know. The Catholics are in a transition state.

The people have recognized in Hood's Sarsaparilla an honest medicine at an honest price, honestly recommended for troubles which it honestly cured. This is the secret of its success.

Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30c. a year.

News Summary.

MARCH 4.—Large numbers of negroes going to Oklahoma.—Arrests of anarchists in Barcelona.

MARCH 5.—Salvation army mobbed at Eastbourne, Eng.—Premier Castillo to pursue an economical policy in Spain.

MARCH 6.—An infernal machine thrown at the czarina in St. Petersburg.—Negro riot in Tennessee.

MARCH 7.—The French defeat Emir Samory in Senegal.—Italy to abolish the export duty on silk.

MARCH 8.—Arrest in China of publishers of anti-foreign literature.—The legislature of the Hawaiian islands will have a majority opposed to "missionary" influences.

MARCH 9.—South Australia promises work for unemployed laborers.—A severe blizzard in Minnesota, Wisconsin, and the Dakotas.

THE NAMES OF NAVAL VESSELS.

The wisdom of giving the names of states to first-rate, and of cities and towns to second-rate vessels has been amply vindicated during the last ten years. It has had a very obvious influence in interesting all parts of the country, inland as well as seaboard, in the new navy. The selection of such names as Maine, Oregon, and Texas for armorclads, and of Chicago, Philadelphia, Boston, Baltimore, Cincinnati, San Francisco, Newark, Charleston, Atlanta, Raleigh, Montgomery, Detroit, Marblehead, etc., for unarmored cruisers shows how catholic has been the choice of sponsors. The case of the Bennington, Yorktown, and Concord, is a little different, these being of the gunboat class, and called after battles or incidents of the Revolution, where the size of the vessel was not a gauge of the interest or importance of the event. Recently three other new names have been added to the list, the tugs building near Boston having been called respectively Wahneta, Iwana, and Narkeeta. These are said to be Indian names such as will hereafter be reserved for vessels of this class.

THE CONGO FREE STATE.

An Antwerp paper says that the United States recently offered to buy the Congo Free State, but the king of the Belgians refused the offer. The Congo state was constituted and defined by the general act of the International Congo conference in 1885, and all the great powers recognized it as a sovereign power. It has a population of 41,000,000. There are twelve territorial divisions, the capital being Boma. The central government is at Brussels, and consists of the king of the Belgians, as sovereign, and three departmental chiefs. On the Congo there is an administrator general, under whom are several European administrators of stations and districts. Among the chief exports are rubber, ivory, coffee, nuts, and palm oil. Gold, copper, and other metals have been discovered. The army consists of 3,624 black men, commanded by European officers. The navy comprises five steamboats on the Lower Congo and nine on the Upper Congo, besides a small flotilla.

EMPEROR WILLIAM AND HIS OPPONENTS.

The young emperor of Germany has given his subjects and the world a good many surprises during the three years he has ruled, but no greater one than in his speech at Brandenburg recently. He said that the opponents of the government were the enemies of the state. It seems that there has been much opposition to his measure to have certain sects introduce their religious beliefs into the schools, and to his commercial treaties. The day after the speech there was rioting in Berlin, which foreign newspapers say was due directly to the emperor's words. The police charged on the mob and dispersed them, but they assembled the next day and wrecked many butcher shops and bakeries before the disturbances were quelled. The emperor rode through the crowds in the streets, but there was no demonstration against him. The principal socialist paper says that the socialist party is not responsible for the riots, and that the trouble was caused by the lowest classes in the city. The German censorship of the press was shown on the inspection of the accounts of the riots that were telegraphed to foreign newspapers.

The affair shows the power for good or harm of the emperor. Germany is at the head of the Triple alliance, a peace league, but William might turn it into an engine of war. It is said that by a word he could cause war in Europe in forty-eight hours.

THE WORLD'S FAIR.

Final arrangements have been made for the dedicatory ceremonies of the World's fair at Chicago in October, 1892. There will be a prayer by Bishop Brooks, dedication of the building by the president of the United States, and an oration by Wm. C. P. Breckinridge, of Kentucky.

The Indian bureau and Professor Putnam will co-operate in making an exhibit of the North American Indians. Professor Putnam proposes to have a number of Indian families selected from different tribes and representing various stages of advancement. They will live in their tepees, dress in their native costumes, and so far as possible carry on their usual vocations. There will be a model Indian industrial school in full operation.

The model for the colossal statue of "The Republic" is now in Chicago. It shows a tall damsel with chin proudly lifted, and both hands above her head. The left is supported by a tall staff bearing a pennon and liberty cap; the right holds up a small globe surmounted by an eagle whose wings are spread. The Republic wears a corslet of the sort found on old statuettes of Minerva and bears on her head a diadem. The statue will be sixty feet high and its feet rest on a pedestal forty feet above the water level. Facing toward the west the colossal lady will be seen at the center of the east end of the large basin, round which the main buildings of the World's fair are to be grouped.

Every visitor to Jackson park expresses astonishment at the progress made in the work. Nearly 5,000 men are now employed on the buildings.

Honduras is preparing to make a great display at the fair. There will be specimens of minerals, woods, drugs, animals, etc.; also a house built of the various fibrous plants of the country.

Chile declines to take part in the fair on the plea of economy.

FAST STEAMSHIP TIME.—The steamship *Majestic*, which lately arrived at New York from Liverpool, made the fastest winter trip westward across the Atlantic. She made the voyage from Queens-town in five days, twenty hours, and twenty-two minutes, traversing a course 87 miles longer than that traversed in the summer.

A MONUMENT FOR LOWELL.—Leslie Stephen, the editor and author, has written a letter to the London *Times* in which he proposes that a monument to James Russell Lowell be erected in Westminster Abbey. The scheme is likely to meet with the most gratifying success.

Geographical Notes.

A LARGE DEPOSIT OF SALT.—An interesting account has been received by the Bureau of American Republics relative to the development of an immense deposit of salt on the island of Carmen in the Gulf of California, close to the territory of Lower California. This land was purchased by the Carmen Island Salt Company of San Francisco not long ago for \$500,000, and it is proposed to utilize this magnificent gift of nature in the most extensive manner. The output of the mines is expected to be 3,000 tons a day, and the company will be able to send north by the Sonora Railway a train-load daily from Guaymas. The deposit is almost pure salt in the form of crystal, and is so situated as to be capable of advantageous and economical mining.

SPELLING GEOGRAPHICAL NAMES.—The United States Board on Geographical Names has adopted some principles for spelling geographical names, of which we give a summary. That spelling and punctuation which is sanctioned by local usage should in general be adopted. It is not advisable in general to try to restore the original form when local changes or corruptions have become established by usage. When the same name has acquired different spellings, it is inadvisable to try to make them uniform. In all names ending in *burgh* the final *h* should be dropped. The termination *borough* should be abbreviated to *boro*. The word *center* as a part of the name should be spelled *center* and not *centre*. The use of hyphens in connecting parts of compound names should be discontinued. The letters C. H. (court-house) as part of the names of country seats should be omitted. It is desirable to avoid the use of diacritical characters, and of the words *city* and *town* as a part of names. The above principles apply to names in the United States.

NEW MEXICO'S CLIMATE.—New Mexico has a very wide range of climate. The temperature registered in the territory during January varied considerably over a hundred degrees. The hottest place during the month was La Luz, Dona Ana county, where the thermometer registered 76 deg. one day, and the mean temperature for the month was 60.7 deg. At Dulce, Rio Arriba county, the mercury on one chilly January day crawled down to 32 deg. below zero, and its record for the month in that bracing spot was 1.6 deg. below zero.

New Books.

In the very important and valuable International Education series, edited by Dr. William T. Harris, has lately appeared *A Text-Book in Psychology*, by Johann Friedrich Herbart, translated from the original German, by Margaret K. Smith, teacher in the Oswego normal school. In a preface that is highly appreciative of Herbart and his work Dr. Harris explains the place held by Herbart in the history of philosophy, the use of mathematics in psychology, etc. The translator's introduction gives a clear idea of the philosopher's contribution to educational thought. She states that "the design of the present-translation is not so much to furnish information as to awaken an interest which may develop a desire for a clearer insight into principles that seem to form the best foundation that has yet been discovered for a rational system of scientific pedagogy." The book is divided into three parts. Part I, treats of concepts in their various phases, closing with a chapter of body and soul. In Part II, empirical psychology is considered under the headings of the psychological phenomena according to the hypothesis of mental faculties, and mental conditions. Under rational physiology, in Part III., are considered theorems from metaphysics and natural philosophy and explanations of phenomena. Herbart's system has been thoroughly studied by European educators, but much less attention has been given to it in this country than its importance demands. Interest in it is awakening and hence this volume, so well translated and so ably edited, will be assigned a prominent place in many a teacher's library. (D. Appleton & Co., New York.)

During the past decade or two the researches in psychology have reached out in various directions, but no work in this field of science will prove of more interest than that of Cesare Lombroso, professor of legal medicine at the University of Turin, who publishes a book entitled, *The Man of Genius*. There has been much written about genius in the past without very much being known about it. Prof. Lombroso's researches cover a long period and many nations, and from this large collection of facts he draws some very important conclusions. He maintains that genius is an abnormal development, that the exhibition of great mental power in some one direction usually implies a lack in some other. Indeed the author says he has been enabled "to discover in genius various characters of degeneration which are the foundation and the sign of nearly all forms of congenital abnormality." In other words science by its latest investigations associates those who have produced the grand masterpieces of art and literature with idiots and criminals. It is curious to see how many facts he presents to substantiate this view. The four main divisions of his subject are the characteristics of genius, the causes of genius, genius in the insane, and the degenerative psychosis of genius. In the eighteen chapters in the book the author touches upon every form and peculiarity of genius. There is a chart showing the proportion of musicians and painters in Italy to the million of inhabitants, besides diagrams and numerous illustrations. (Imported by Charles Scribner's Sons, New York. \$1.25.)

The study of chemistry by experiment is a method calculated to show the pupil the beauty and utility of the science. Principals James E. Armstrong and James H. Norton, of Chicago, have prepared a *Laboratory Manual of Chemistry* that will be a prized assistant in many a class in science. They do not pretend

to offer an exhaustive treatise, but to help solve some of the difficulties the learner will meet, and to stimulate investigation. The experiments are such as require nothing but the simplest apparatus, and the pupil is to be encouraged to make them himself, taking what few notes he finds necessary. For these, blank pages are left in the book. The student who makes these experiments according to directions will have a good foundation knowledge of chemistry, and will also, very likely, have an enthusiasm that will carry him much further in the science. (American Book Co., New York, Cincinnati, and Chicago. 50 cents.)

Moral maxims and rules of conduct may be learned by the score by the youth, and yet have very little effect on life and character. But give him a story that touches his experience and he sees the point at once and applies it. Therefore the best teachers of ethics to children nowadays seek to reach their moral natures through their imaginations. Mrs. Julia M. Dewey's *Stories for Home and School* will admirably supplement the teacher's instruction in ethics. They are intended to be read in school or at home and might be applied to special cases according to the judgment of the instructor. The stories are in line of the pupil's thought and hence will interest him. They are so constructed that even very young readers will see the moral at once. When such bright little books as this are to be had there is no reason for complaints from teachers that they have difficulty in teaching ethics. (Educational Publishing Co., 50 Bromfield street, Boston. Cloth, 50 cents; boards, 40 cents.)

Profs. Edwin H. Hall, Ph. D., and Joseph Y. Bergen, Jr., A. M., have prepared *A Text book of Physics* on the basis of the Harvard college "Descriptive List of Elementary Physical Experiments." It is the outcome of the efforts to make experimental work in this branch the basis for admission to the freshman class of that institution. A pamphlet was issued by the college in 1887 covering a list of experiments to be made, which is now followed by hundreds of pupils in the schools of New England, and is used in many other places throughout the country. The object was to (1) train the young student by means of tangible problems requiring him to observe accurately, to attend strictly, and to think clearly; (2) to give practice in the methods by which physical facts and laws are discovered; (3) to give practical acquaintance with a considerable number of these facts and laws, with a view to their utility in the thought and action of educated men. It dealt with the main features of mechanics, heat, sound, light, and magnetism and electric currents. The course had the advantage of not confining the student to any one text-book, but he was referred to different books where he could verify and extend the knowledge he had gained by actual practice. The matter of the pamphlet, with important additions, is incorporated in the present volume. It is intended as a guide to the student and to stimulate thinking. Under the direction of a skilful teacher, and with the discussions that naturally arise, this plan of study cannot fail to prove profitable. Being in accordance with the most approved methods of scientific instruction it will be still more widely adopted. Teachers will find in this volume just the help they need for such a course. (Henry Holt & Co., New York. Teacher's price, \$1.25.)

William Gilmore Simms, who has played a prominent part in the literary and political history of this country, is the subject of Prof. William P. Trent's volume in the American Men of Letters series. The author holds a historical professorship in the University of the South, and hence has had opportunity for gaining

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material for a thorough and comprehensive treatment of his subject. What manner of man Simms was and what influence he had upon his state and the South are fully set forth. Although his literary ability was not of the highest he did some admirable work, especially in depicting persons in the lower walks of life in his section. Here was his best work, upon which his reputation, if it is to endure, will rest. Simms' lack of patience in polishing and perfecting his productions is apparent in all his writings. He possessed that restlessness of mind that prevented him from dwelling long on a subject. His political career is fully treated. Strange as it may seem, Simms changed from an ardent Unionist and states-rights man to an enthusiastic advocate of secession. He changed because the thought of his section changed, and thoroughly believed that his position was the right one. One cannot but admire his self-sacrificing efforts in behalf of the Southern cause. The author's treatment of Simms' political views is so just and impartial that at this day it will not offend liberal minded men in either section. The frontispiece is an excellent bust portrait of the author. The volume is bound in wine colored cloth with gilt lettering and gilt top. (Houghton, Mifflin & Co., Boston and New York. \$1.25.)

The mention of the name of Julius Cæsar awakens a thrill of admiration in one acquainted with his remarkable history. If Brutus was "the noblest," he was certainly the greatest Roman of them all, as is attested by the record he made in war, statesmanship, oratory, authorship, etc. In fact, we can scarcely think of another man in ancient or modern times who has achieved such marked success in so many fields. The story of this intellectual giant is given by W. Warde Fowler, M. A., in one of the volumes of the Heroes of the Nations series entitled *Julius Cæsar and the Foundation of the Roman Empire*. The period during which he lived is one of the most interesting in history. If he was not the actual founder of the empire he prepared for the transition from the worn-out republic to the monarchical form of government that followed it. The author has embodied in the volume the results of the latest historical researches, especially those of Prof. Mommsen, and has written in an easy, flowing style that makes delightful reading. Among the illustrations may be mentioned the portraits of Cæsar. The authenticity of most of these is certain, but some are doubtful and are included in the book for special reasons. Then there are portraits of noted contemporaries of Cæsar, including Pompey, Cicero, Antony, Brutus, etc., and numerous maps to illustrate the wars of that warlike time. It is unnecessary to dwell on the beauty of the volume. Those who are acquainted with the series know that the books

are very handsome typographically. (G. P. Putnam's Sons, New York and London. \$1.50.)

There has recently been added to the series of Laurel Crowned Verse Moore's beautiful poem, *Lalla Rookh*. It is noted for its elegant versification, truth to nature, and vivid discipline of oriental scenes. By its merit it has held its place in the estimation of lovers of poetry for three-quarters of a century and is probably read as much to-day as ever. In this edition is given the author's preface written for the poem in the collected edition of his works, and containing some interesting facts in regard to its production and first publication. Lovers of English classics have come to look forward to the publication of each succeeding volume of the Laurel Crowned series with great pleasure. These handsome little volumes would make a highly prized addition to any library. (A. C. McClurg & Co., Chicago. \$1.00.)

History and geography are properly studied together, and hence the value of such books as *A School Atlas of English History*, edited by Samuel Rawson Gardiner, M. A., LL.D. It is intended to be a companion atlas to the *Student's History of England*, by the same author, but it might be profitably used with any history. Maps are given covering the time from the Roman occupation of Britain to the present day. Many of these, in order fully to explain the history of the noted island, include large portions of continental Europe. As the object of most of the maps is to show political divisions, various useful devices are adopted to make these prominent, while the details are just sufficient to illustrate the events of the different periods under consideration. There is no break that we discover in the chain of maps showing the growth of England from barbarism to the great power it is to-day. Among the maps is one of the present divisions of Africa. Plans of the great battles in English history, such as Bannockburn, Crecy, Agincourt, Marston Moor, the Nile, Trafalgar, Waterloo, and others are also given. There is an index covering the names used in the map. (Longmans, Green & Co., New York. \$1.50.)

It is conceded that Racine is the best representative of French tragedy. He carried art in that extremely artificial production to its highest point. One of the finest of his plays is *Esther*, founded on the story of the Bible. It is especially appropriate for the student of French because it is both the easiest and the shortest masterpiece of French tragic literature. This play, edited, with introduction, notes, and appendices, by I. H. B. Spiers, of Philadelphia, is included in the Modern Language series. (D. C. Heath & Co., Boston. 25 cents.)

(For Literary Notes and Magazines see narrow column on page 301.)

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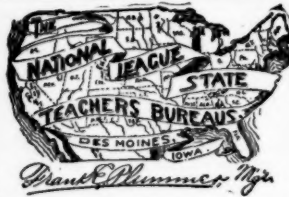
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